DOCUMENT RESUME

ED 151 967 EA 010 465

AUTHOR Harckham, Laura D.; McCauley, Virginia M.
TITLE Effects of School Management Systems Upon the Self-Actualization of Students and Teachers.
PUB DATE Mar 78
NOTE 16p.; Paper presented at the Annual Meeting of the American Educational Research Asscciation (Toronto, Ontario, March 27-31, 1978); Tables may be marginally legible due to light print; Best copy available

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Personnel; *Educational Research; Elementary Secondary Education; Leadership Styles; *Management Systems; Organizational Climate; School Surveys; Secondary Schools; *Secondary School Students; *Secondary School Teachers; *Self Actualization; *Statistical Data

ABSTRACT

The purpose of this study was to measure and compare the level of self-actualization of 199 secondary school teachers and 195 secondary school students and to compare the organizational systems operating in these 20 secondary schools. The study specifically ascertained the extent to which the self-actualizing needs of the teachers and students had been gratified in each type of organizational system. The Personal Orientation Inventory was used to measure degree of self-actualization; the Profile of a School was used to determine the management system and the degree to which authoritarian or participative patterns of leader and group behavior were employed. It was hypothesized that the more participative the management system of a school was, the greater the self-actualization of the teachers and students would be. This hypothesis was generally confirmed. The authors conclude that successful school management, as measured by teacher and student self-actualization, is contingent not only on experience but on a willingness to examine and adopt new management techniques and styles. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151967

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Laura D. Harckham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EFFECTS OF SCHOOL MANAGEMENT SYSTEMS UPON THE SELF-ACTUALIZATION OF STUDENTS AND TEACHERS

Laura D. Harckham
White Plains Public Schools
White Plains, New York

and

Virginia M. McCauley
East Ramapo Central School District
Spring Valley, New York

Presented at the 1978 Annual Meeting
American Educational Research Association
Toronto, Ontario
March, 1978

EA 010 465

Numerous strategies have been employed to improve working relationships among individuals and groups in organizations (Shepard, 1965). The humanistic approach is advocated in the works of Fromm, (1955), Maslow (1962), McGregor (1962), Rogers (1961), Argyris (1962), and Likert (1961). Out of the research conducted in the area of human relations evolved the thesis that management philosophy is the keystone variable in influencing behavior within the organization (Bogue, 1971). Major emphasis has been placed on morale, sensitivity, and psychological security. According to Leavitt (1972), power should be more equally distributed than it is in most existant authoritarian hierarchies because equalization of power encourages independent decision-making, decentralization, more opon communication, and participation. Behavioral scientists have noted that there is a positive correlation between human growth and fulfillment and task accomplishment (McGregor, 1962; Rogers, 1961; Argyris, 1962; Likert, 1961; Leavitt, 1972).

School are complex organizations and, as described by Getzels and Guba (1957), are social systems which feature a hierarchical role structure. Everyone in the social system is an observer of others and thus has certain perceptions of their actions and expectations of how those in other roles should behave. The organizational leaders set the tone for the school, and their perceptions of their own actions become an important aspect of organizational behavior. Equally important are the perceptions of all the other members of the organizational hierarchy in respect to the performance of the leaders. It is assumed that individuals can only develop and express their full potential if they

perceive the interpersonal atmosphere to be one of mutual confidence and trust (Shepard, 1965). The commonly observed discrepancy between what a person perceives to be humane behavior and the way his behavior affects others is a phenomenon often observed in the behavioral sciences (Owens, 1970).

Maslow (1962) contended that an individual reaches his full potential only when his need for self-actualization has been met. The individual is dependent upon his environment for the gratification of his primary needs and it is only when these needs have been satisfied that the need for self-actualization emerges. According to Maslow's theory, the self-actualizing individual is self-directed and can operate on a level of optimal efficiency. This theory has implications for organizational behavior since it implies that a special interpersonal climate is needed to nourish growth potential (Maslow, 1962; Fromm, 1962; Rogers, 1961).

According to Likert (1967), the management system of an organization is a major factor in determining productivity, and every aspect of an organization's activities is determined by the competence, motivation, and general effectiveness of its human organization. The leadership style of an organization must be such that it ensures a maximum probability that in all interactions and all relationships with the organization each member will view the experience as supportive and one which builds and maintains his sense of personal worth and importance. Managing the human component is the most central and most important task of management. Likert categorized systems of management into four groups,

ranging from rigid authoritarism to a system which stressed group participation and supportive superior-subordinate relationships. This participative style of management has as its focus the building and maintenance of a highly effective, and a highly motivated, human organization.

Both Maslow (1962) and Likert (1967) were concerned with the environments that help people to become fully functioning individuals. The assumption of this study were based primarily on Likert's (1961) theories of organizational management and Maslow's (1962) theory of human motivation.

The major purposes of this study were to determine and compare the level of self-actualization of a random sample of teachers and students (199 teachers and 195 students) in 20 of the secondary schools in Rockland County, New York, as reflected in their responses to Shostrom's (1965) Personal Orientation Inventory (POI), and to determine and compare the particular human organizational systems operating in the respective schools, as reflected in their responses to the Likert and Likert (1967) instrument, The Profile of a School. The study specifically ascertained the extent to which the self-actualizing needs of the teachers and the students had been gratified in each of the existing organizational systems.

In addition, the study attempted to determine whether significant relationships existed with respect to self-actualization and the variable of length of administrative experience of school principals.

The variables used to measure the degree of self-actualization of the subjects were developed by Shostrom and were based on his interpretation of Maslow's theory. Maslow saw the self-actualizing individual as one who had developed and utilized all of his unique capabilities, or

potentialities, free of inhibitions and emotional turmoil. The POI scales were developed around value concepts, having broad personal and social relevance (Shostrom, 1965). While the chief variable was the degree of self-actualization with respect to time (self-oriented or other-oriented) and support (degree to which the person lives in the pat or present), there were ten sub-variables which measured the values important in the development of the self-actualizing individual. These were: Self-Actualizing Value (primary values of self-actualization), Existentiality (ability to react without rigid adherence to principles), Feeling Reactivity (sensitivity of responsiveness to one's needs and feelings), Spontaneity (freedom to react spontaneously or to be oneself), Self-Regard (affirmation of self because of worth or strength), Self-Acceptance (acceptance of self in spite of weaknesses or deficiencies), Nature of Man (degree of the constructive view of the nature of man, masculinity, femininity), Synergy (ability to be synergistic, to transcend dichotomies), Acceptance of Aggression (ability to accept one's natural aggressiveness), Capacity for Intimate Contact (ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations).

In order to determine the human organizational system operating in each of the schools, this study focused on the internal organizational systems of the schools, and concentrated on variables examined by Likert in his instrument, A Profile of a School. The major variable considered was the management system of the school, and measured the degree to which authoritarian or participative patterns of leader and group behavior were employed. The score on the instruments determined where each school fit on the Likert scale of management style (System 1 - Exploitative

Authoritative; System 2 - Benevolent Authoritative; System 3 - Consultative; System 4 - Participative Group.

Since it was hypothesized that the closer the management system of a school was to Likert's System 4 model, the greater the self-actualization of the teacher and student groups, this study investigated the relationships between existing human organizations and the degree to which the self-actualization needs of the teacher and student groups had been gratified.

One-way classification analyses of variance for the teacher and student groups were employed to test for significant differences in self-actualization classified by their perceptions of the management systems of their schools. The same analyses were used to test for differences in self-actualization according to the length of the administrative experience of the school principals.

Fifty percent of the combined teacher and student groups saw their systems to be Benevolent Authoritative (System 2); 40 percent Consultative (System 3), and 10 percent Participative Group (System 4). No schools were perceived as belonging to System 1 (Explotative Authoritative).

As indicated in Table 1, analyses revealed that with respect to management systems and self-actualization, significant differences were found among the means of the responses of teachers for each of the subdimensions of self-actualization. For all of the variables, scores in System 2 (Benevolent Authoritative), were significantly lower than System 3 (Consultative) and/or System 4 (Participative Group). For students, no differences were found for Feeling Reactivity and Synergy, but the other variables showed the same significanly lower pattern for System 2. It

appeared reasonable to assume that no differences were found to exist for students on these variables because adolescents are typically more concerned with conforming to peer group expectations than they are to managerial operations (Feeling Reactivity), and because they had not yet attained the maturity to understand completely some of the relationships implicit in the variable, Synergy, and were therefore unable to relate them objectively to managerial processes.

When the variable of length of administrative experience was analyzed (Table 2) it was found that teachers and students whose principals had 11-15 years of experience scored higher on the dimensions of self-actualization than did those whose principals had 0-5 years, 6-10 years, or more than 15 years of experience. These findings could be related to the assumption that those principals who had the least experience were not cognizant of the needs of their subordinates and that those principals who were most experienced were reacting with ideas inconsistent with modern theories of human relations and management. The results were generally consistent with the theoretical conceptualizations of Fox and Schwartz (1965) that successful administrative practices come from knowledge and experience and a willingness to examine, study, and learn new techniques. The assumption that management concepts that have been useful in the past environments are in great need of revision might be relevant. The theoretical conceptualizations of Massie (1972) that the cultural environment has increased the need for attention to individual needs and has begun to stress the relationships of individuals in social groups sppear to be substantiated by the findings. Mere past experience of successful administrators can no longer be accepted as empirical. There

must be continual new growth.

With respect to the chief hypothesis of the study, it was concluded that as systems departed from Benevolent Authoritative (System 2) greater self-actualization was found, although System 3 sometimes appeared higher than System 4. This is consistent with the theories of Spears (1973), Maslow (1962) Likert (1967), and Sergiovanni (1973) that the system of management of an organization and the behavior of superiors is of major importance in establishing areas for growth and self-actualization.

TABLE 1

COMPARISONS OF THE MEANS OF THE SCORES OF THE TEACHER AND STUDENT GROUPS WITH RESPECT TO SELF-ACTUALIZATION AND THE MANAGEMENT SYSTEMS OF THE SCHOOLS

Self-Actualization Subdimensions	Respondent Groups	Management Systems: Benevolent Authoritative System 2			Consultative System 3			Participative Group System 4			MS_B	$F_{(2,194)}$
		N	M	SD	N	M	SD	N	M	SD		
Sav	T[e]	90	40.30	14.60	79	48.69	10.07	28	50.39	8.98	1943.656	12.730**
	S[f]	90	41.12	15.15	79	46.37	8.26	28	42.17	15.32	602.031	3.897*
Ex	T	90	40.49	8.88	79	45.04	8.88	28	50.43	8.62	1168.469	14.716**
	S	90	42.02	10.13	79	46.34	8.93	28	46.07	12.24	441.969	4.347*
Fr	T	90	43.41	11.85	79	49.30	8.54	28	50.46	6.57	953.313	9.423**
	S	90	47.27	11.05	79	49.82	7.82	28	52.07	11.15	293.875	2.955
S	T	90	44.24	11.28	79	51.23	8.77	28	52.57	8.32	1333.688	13.329**
	S	90	46.43	11.03	79	51.95	7.48	28	50.86	11.26	680.875	6.982**
Sr	T	90	42.42	13.37	79	51.96	7.49	28	51.25	9.45	2143.563	18.060**
	S	90	42.07	15.47	79	49.70	8.84	28	45.64	13.03	1224.469	7.314**
Sa	T	90	40.88	8.92	79	45.94	8.53	28	46.96	10.25	704.687	8.627**
	S	90	40.36	9.24	79	44.96	7.23	28	45.89	12.36	583.906	7.043**

TABLE 1 (continued)

Self-Actualization Subdimensions	Respondent Groups	Benevolent Authoritative System 2			Consultative System 3			Participative Group System 4			MS_B	$F_{(2,194)}$
		N	M	SD	N	M	SD	N	M	SD		
Ne	T	90	40.01	12.89	79	44.40	10.52	28	47.61	8.10	775.031	5.890**
	S	90	35.35	14.56	79	43.39	9.14	28	37.36	12.46	1350.625	8.730**
Sy	T	90	39.69	12.97	79	44.29	11.06	28	45.86	8.20	639.344	4.646*
	S	90	37.14	15.50	79	41.70	8.84	28	39.78	11.39	438.968	2.711
A	T	90	43.09	12.36	79	46.85	8.85	28	48.36	7.20	445.344	3.754*
	S	90	44.19	12.63	79	48.94	9.65	28	49.21	12.44	568.750	4.236*
C	T	90	39.33	11.33	79	47.60	8.78	28	53.79	9.10	2640.031	23.898**
	S	90	42.39	12.03	79	48.43	8.44	28	46.96	13.92	804.594	6.487*

Note: The symbol, T, referred to the teacher groups, and S referred to the student groups

TABLE 2

COMPARISONS AND RELATIONSHIPS BETWEEN TEACHER AND STUDENT GROUPS' SELF-ACTUALIZATION AND THE ADMINISTRATIVE EXPERIENCE OF PRINCIPALS

Subdimensions		MS_B	$F_{(3,193)}$	Significant Groups	
Sav	Td	1326.063	8.723**	1-4;2-4;3-4	
	Se	648.375	4.281**	1-2;2-3;2-4	
Ex	T	479.083	5.671**	1-2;1-3;2-4 3-4	.258**
	S	154.250	1.478		.085
Fr	T	581.771	5.681**	1-4;2-4;3-4	.258**
	S	105.479	1.040		.025
S	T	503.396	4.724**	1-4;2-4;3-4	.232**
	S	132.333	1.285		.066
Sr	T	885.500	6.931**	1-4;2-4;3-4	.288**
	S	377.063	.095		.132
Sa	T	503.958	7.409**	1-4;2-4;3-4	.299**
	S	270.083	3.170*	1-2;2-3	.179*
Nc	T	1053.542	8.502**	1-4;2-4;3-4	.321**
	S	738.021	4.670**	1-2;2-3	.231**
Sy	T	945.021	7.255**	1-4;2-4;3-4	.296**
	S	848.813	5.507**	1-2;2-3;3-4	.254**
A	T	703.708	6.231**	1-4;2-4;3-4	.272**
	S	506.271	3.807*	1-2;2-3;3-4	.203**

TABLE 2 (continued)

Subdimensions		MS_B	$F_{(3,193)}$	Significant Groups
C	T	907.125	7.298**	1-2;1-3;2-4; 3-4
	S	558.438	4.492**	2-3;3-4

Notes: They symbol T referred to the teacher groups, and S referred to the student groups.

The term, significant groups, referred to the experience of the principals:

1 = 0-5 years experience

2 = 6-10 years experience

3 = 11-15 years experience

4 = 15 or more years experience

* $p < .05$

** $p < .01$

References

Argyris C. Individual actualization in complex organizations. Administrative Science Quarterly, September, 1959

Bogue, E. G. The context of organizational behavior; a conceptual synthesis for the educational administrator. In F. m. Trusty (Ed), Administering human resources. California: McCutchen Publishing Company, 1971.

Fromm, E. The sane society. New York: Rinehart, 1955.

Getzels, J. W. & Guba, E. G. Social behavior and the administrative process. School Review. 1957, 65, 423-441

Leavitt, H. J. Applied organizational change in industry, structural, technological, and humanistic approaches. In J. G. March (Ed.). Handbook of Organizations. Chicago: Rand McNally, 1972.

Likert, R. New patterns of behavior. New York: McGraw Hill, 1961.

Likert, R. The human organization. New York: McGraw Hill, 1967.

Maslow, A. H. Towards a psychology of being. Princeton: Van Nostrand Press, 1962.

Massie, J. L. Management theory, In J. G. March (Ed.), Handbook of Organizations. Chicago: Rand McNally, 1972.

McGregor, D. The human side of enterprise. New York: McGraw Hill, 1960.

Owens, R. G. Organizational behavior in schools. Englewood Cliffs: Prentice-Hall, 1970.

Rogers, C. R. On becoming a person. Boston: Houghton Mifflin Company, 1961.

Sergiovanni, T. H. & F. D. Carver. The new school executive: a theory of administration. Boston: Routledge and Kegan Paul, 1972.

Shepard, A. H. Changing interpersonal and intergroup relationships in organizations. In J. G. March (Ed.), Handbook of Organizations. Chicago: Rand McNally, 1972.